

Roleplay				
Link to Development Matters	Birth to Three Years	Three to Four Years	Reception	Early Learning Goal
	Develop friendships with other children. Develop play around favourite stories using props. Start to develop pretend play, pretending that one object represents another.	Use a wider range of vocabulary. Develop their communication. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. Talk with others to solve conflicts. Use some of their print and letter knowledge in their early writing. Write some letters accurately. Show interest in different occupations. Take part in simple pretend play, using an object to represent something else even though they are not similar.	Learn new vocabulary. Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Build constructive and respectful relationships. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

					letter correspondences using a capital letter and full stop. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live. Develop storylines in their pretend play.		Talk about the lives of the people around them and their roles in society. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps Invent, adapt and recount narratives and stories with peers and their teacher.	
Skills Developed	Exploring objects using senses (Not understanding the purpose)	Playing alongside others.	Using resources for a purpose	Communicating with others as part of a narrative.	Mark Making for a purpose and part of a role.	Increasing independence with dressing up, using resources purposefully.	Building play with others, solving conflicts about roles and resources.	Developing a narrative (storyline) into play, with others, writing words and captions which are phonetically plausible.
Enabling Environments	Table and chairs, Play kitchen, Open shelving, Washing machine, Rug or mat, Mirror, Pots and pans, Utensils, Plates, Bowls, Cups, Mugs, Cutlery, Chopping boards, Oven gloves, Tea				Table and chairs, Play kitchen, Open shelving, Washing machine, Rug or mat, Mirror, Pots and pans, Utensils, Plates, Bowls, Cups, Mugs, Cutlery, Chopping boards, Oven gloves,			

	towels, Sponge, Toy food, Shopping baskets, bags, Empty food boxes or containers, Dolls, Doll's bed, pram, carrier, High chair, Bottles, bibs, nappies, Play washing line and pegs, Ironing board and iron, Hoover, mop, Washing machine, Aprons, Dressing gowns, Baby clothes, Workwear, Slippers, hats, bags, scarves, Laundry basket, Old letters, Leaflets, Food Menus, Magazines, Recipes, Telephone, Clock.	Tea towels, Sponge, Toy food, Shopping baskets, bags, Empty food boxes or containers, Dolls, Doll's bed, pram, carrier, High chair, Bottles, bibs, nappies, Play washing line and pegs, Ironing board and iron, Hoover, mop, Washing machine, Aprons, Dressing gowns, Baby clothes, Workwear, Slippers, hats, bags, scarves, Laundry basket, Old letters, Leaflets, Food Menus, Magazines, Recipes, Telephone, Clock, Measuring jugs, scales, Dressing-up clothes with images from various cultures, Additional clothing with job roles, till
Specific Vocabulary	cup, spoon, fork, plate, food, drink, apple, banana, milk, water, hot, cold, bed, table, chair, sofa, baby, mummy, daddy, sleep, clean, wash, dry, house, home, happy, sad, angry, play, share, help, mummy, daddy, baby, doll, shop, money, bag, buy, sell, coin, purse, clean, dirty, soap, towel, help, careful	measuring cup, ingredients, recipe, breakfast, lunch, dinner, snack, healthy, crunchy, spicy, soft, warm, boiling, frozen, prepare, serve, stir, mix, furniture, comfortable, tidy, organise, family, parent, sibling, carer, routine, bedtime, morning, evening, bungalow, apartment, upstairs, downstairs, beside, between, above, below, excited, worried, frustrated, proud, take turns, cooperate, include, doctor, chef, customer, worker, character, pretend, imagination, hygiene, disinfect, germs,
Potential Questioning using BLANK levels of Questioning	 BLANK Level 1: Matching Perception (Naming & Identifying) Questions at this level focus on the concrete, present objects and actions in the home corner. They require the child to perceive the environment and name or identify items. • What is this? (Holding up a specific object, e.g., a plastic fruit, a mug) • Where is the baby sleeping? • Show me the telephone. • Who is sitting at the table? • What colour is the rug? • Point to the cooker.	 BLANK Level 3: Reordering and Reasoning (Sequencing & Predicting) At this level, children must reorder information, make simple predictions, or draw inferences about the situation and characters. This level often relates to time and sequencing. • What happened next after you poured the milk? • If you eat all the food, what will you need to do tomorrow? (Answer: Go shopping) • How do you think the baby feels when you sing to them? (Requires inference about emotion) • Why did you put the plate in the sink? (Answer requires a simple reason, e.g., "It's dirty")

	 BLANK Level 2: Selective Analysis (Describing & Function) These questions require the child to analyse the situation, recall facts about the objects, or describe their function and characteristics. • What are you cooking? • What do we use the washing machine for? • Tell me more about your doll's clothes. • How do you make a cup of tea? (Focus on the steps shown in the play) • Which chair is the biggest? • Where does the milk go (in the fridge or the cupboard)?	• Tell me the steps for tidying the living room. • Before you go out, what must you put on?  BLANK Level 4: Problem Solving and Abstract Thinking (Hypothesising & Explaining) These questions involve complex reasoning, problem-solving, and abstract thought, often relating to hypothetical situations, feelings, or alternative solutions. • What could you do if the phone suddenly stopped working? (Requires generating an alternative solution) • How do you know it is bedtime for the baby? (Requires explanation/justification) • Why is it important to tidy up your toys? (Requires explaining an abstract concept like responsibility) • What would happen if you forgot to turn off the water tap? (Requires predicting the consequences of a hypothetical event) • How are a kettle and a teapot the same/different? (Requires comparison of two items) • Tell me how you are going to solve the problem of not having enough food for everyone.
--	---	--